DOCUMENT RESUME

ED 411 591 EA 028 627

AUTHOR Todd, Knox H.; Kellermann, Arthur L.; Wald, Marlena; Lipscomb, Leslie; Fajman, Nancy

TITLE An Evaluation of Proposed School Safety Indicators for Georgia.

INSTITUTION Emory Univ., Atlanta, GA. Rollins School of Public Health.

SPONS AGENCY Georgia Council for School Performance, Atlanta.
PUB DATE 1996-10-25
NOTE 81p.; Prepared at the Emory Center for Injury Control.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Data Collection; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Problems; Public Schools; Reliability; *School Safety; *School Security; Validity; Violence
IDENTIFIERS *Georgia

ABSTRACT

One of the tasks of the Council for School Performance is to implement measures of school safety to determine the impact of Georgia Lottery for Education expenditures. During the 1994-95 school year, the council pilot-tested several indicators of school safety. This document presents the results of an evaluation that examined the relevance, validity, and reliability of the piloted indicators. The study also explored the data-collection process, incentives and disincentives to accurate reporting, and the extent to which schools perceived the reporting process as an acceptable administrative burden of the pilot program. The evaluations were conducted at 15 Georgia public schools. Data-collection methods included a review of school statistics and interviews with school administrators, security personnel, teachers, and students. Respondents indicated that the reporting process was worthwhile; however, they lacked reliable baseline data and displayed a poor understanding of key indicator definitions. Respondents from the same school often reported widely different estimates of safety-related incidents, and there was evidence of biased reporting at some schools. Policymakers are advised to continue pilot studies; simplify indicators; incorporate indicator reports into ongoing data-collection efforts and include mechanisms to validate indicator reports; reinforce accurate reporting with positive incentives; increase the use of outcome measures with clearly defined benchmarks; report reliable and valid pilot-study results to the public; and use victimization surveys to gauge the impact of school-safety interventions. One table is included. Appendices contain a map of evaluation regions, a copy of the evaluation proposal, guidelines and reporting forms for school indicators, and proposed indicator revisions. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 411 591

An Evaluation of Proposed

School Safety Indicators for Georgia

Knox H. Todd, MD, MPH
Arthur L. Kellermann, MD, MPH
Marlena Wald, MPH
Leslie Lipscomb, MPH
Nancy Fajman, MD, MPH

The Emory Center for Injury Control

Prepared for the
Georgia Council for School Performance

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. Todd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

October 25, 1996

EA 028 641

BEST COPY AVAILABLE

An Evaluation of Proposed School Safety Indicators for Georgia
Executive Summary

Background

School safety is of concern to all Georgians. A school environment that is unsafe diminishes a teacher's ability to teach and a child's opportunity to learn. State and local policy makers need objective data to guide their efforts to improve school safety.

One of the tasks of the Council for School Performance is to implement measures of school safety to determine the impact of Georgia Lottery for Education expenditures. During the 1994-95 school year, the Council pilot tested the following indicators of school safety.

- Number of incidents involving drugs or alcohol, violence, weapons, and vandalism
- In-school suspensions as a percent of total suspensions
- Number of students placed in alternative schools
- Number of students expelled

The Emory Center for Injury Control was contracted to evaluate this pilot program. This document presents the results of our evaluation.

Methods

We performed evaluations of school safety technology at fifteen Georgia public schools. All sites were informed that their decision to participate in this project was voluntary. All participants were guaranteed complete confidentiality.

We interviewed school administrators, security personnel, teachers, and students about drugs, alcohol, firearms, and violence in the schools. We reviewed school statistics pertinent to proposed school indicators, with a particular emphasis on the availability of data from past years.

Our evaluation examined the relevance, validity, and reliability of the piloted indicators. We explored the process of data collection, incentives and disincentives to accurate reporting, and the extent to which schools perceived the reporting process as an acceptable administrative burden.

Key Findings

- Schools accepted the reporting process and felt it a worthwhile endeavor.
- Schools currently lack reliable baseline data that would allow them to judge the impact of safety-related interventions.
- During the pilot period, school respondents displayed a poor understanding of key indicator definitions.
- Administrators, security personnel, and teachers from the same school often reported widely differing estimates of safety-related incidents.
- At some schools, the evaluation team found evidence of biased reporting. It was relatively easy to manipulate indicator data, particularly for incidents involving violence or weapons.

Recommendations

- Continue pilot studies to refine indicator definitions. Minimize the number and complexity of indicators.
- Incorporate indicator reports into ongoing data collection efforts and include mechanisms to validate indicator reports. Reinforce accurate reporting with positive incentives.
- Increase the use of *outcome* measures (e.g., injuries). Use simple indicator definitions with clear benchmarks to define event severity (e.g., vandalism resulting in greater than $500 property damage).
- Report pilot study results to the public when they are proven to be reliable and valid. Provide public relations assistance to schools when reporting indicator data.
- Use victimization surveys to gauge the impact of school safety interventions.

TABLE OF CONTENTS

I. Introduction 2

A. The Problem 2

B. The Program 3

1. Background and Goals 3

2. Activities 4

3. Piloted Indicators 4

4. School Performance Reports 5

C. Evaluation Scope 6

II. Evaluation Methods 6

A. Sampling Strategy 6

B. Site Visits 6

C. Evaluation Measures 7

D. Analysis 7

III. Results 8

A. Site Visit Process 8

B. Specific Observations 9

1. Congruence with Stated Goals 9

2. Implementation 9

3. Data Validity 10

IV. Conclusions 12

V. Recommendations 13

A. Add Outcome Indicators 13

B. Use Clearly Defined Indicators 14

C. Automate Record Keeping 15

D. Perform Student Victimization Surveys 15

E. Improve the Public Reporting of Indicator Data 15

VI. Acknowledgments 16

VII. Appendices 17

A. Map of evaluation regions 18

B. Letter to principal describing site visit 19

C. Copy of evaluation proposal 20

D. Informed consent forms 21

E. Guidelines and reporting forms for school indicators 22

F. Proposed indicator revisions 23

I. Introduction

A. The Problem

School safety is of concern to all Georgians. A school environment that is unsafe, or is perceived to be unsafe, diminishes a teacher's ability to teach and a child's opportunity to learn. We often hear or read of schools that are plagued by weapons, drug use, and violence. Often, our perceptions of school safety are driven by media reports that focus on the sensational rather than the usual.

Appropriate action to improve the safety of schools should be driven by objective data. What is true for one community is not necessarily true for another. In order to understand school safety issues, and to learn what we can do to make schools safer, we must have accurate information, based on local experience. This information must be disseminated to local school officials, students and teachers, parents and the community.

It is difficult to overstate the importance of high quality data to any evaluation effort. As expressed in one text on program evaluation, *"No amount of wisdom and substantive knowledge, no amount of statistical data massaging, and no degree of persuasiveness in reporting results can compensate fully for faulty, defective, incomplete, invalid, or unreliable data."* [1]

---

[1] Burstein L, Freeman, HE. *Perspectives on Data Collection in Evaluations*, in Burstein L, Freeman HE, & Rossi PH (eds.) *Collecting Evaluation Data: Problems and Solutions*. (p. 16), Sage Publications, 1985.

B. *The Program*

1. Background and Goals

In 1993, the Georgia General Assembly established the Council for School Performance, an independent body whose mission is "*to provide impartial and accurate information so that schools and the communities they serve will have appropriate benchmarks for performance and accountability.*"[2] As part of this mission, the Council invited representatives of Georgia's community leaders, school board members, school administrators, and teachers to help develop indicators of school performance. Recommendations for workgroup membership came from a variety of sources, including the following organizations:

Georgia Partnership for Excellence in Education

Georgia Association of Educators

Georgia School Boards Association

Georgia School Superintendents Association

Georgia Association of Elementary School Principals

Georgia Association of Middle School Principals

Georgia Association of Secondary School Principals

Professional Association of Georgia Educators

After consulting with these key organizations, the Council for School Performance adopted the eight National Education Goals presented in the 1994 Federal *Goals 2000: Educate America Act* as a framework for their activities. Goal number seven addresses school safety and states that...

---

[2] Council for School Performance. Annual Report 1994.

- "By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."

2. Activities

In pursuit of this goal, for fiscal year 1994, approximately $21 million of Georgia Lottery for Education funds were spent to make schools safer. One of the tasks of the Council for School Performance is to devise and implement measures of school safety to determine the impact of these expenditures.

To monitor the state of school safety, and to evaluate the impact of this expenditure, the Council for School Performance proposed to develop and test *indicators* of school safety. The plan to develop these indicators reflect an ambitious and praiseworthy attempt to monitor public school safety. Georgia is in the forefront of this process and its efforts can serve as a model for the nation.

3. Piloted Indicators

The following indicators were pilot tested during the 1994-95 school year:

- Number of incidents involving drugs or alcohol, violence, weapons, and destruction of school property
- In-school suspensions as a percent of total suspensions
- Number of students placed in alternative schools
- Number of students expelled

The Council distributed data collection forms with detailed instructions at the school system level. These were completed by personnel at the system and school level. A complete set of instructions and reporting forms is contained in Appendix E of this report. Questions 9 - 12 from this document pertain to school safety issues. Instructions and definitions for these questions are paraphrased below:

- **Question 9: Disciplinary Acts**. How many students in Grades 6 - 12 received in-school suspensions, short-term out of school suspension, long-term out of school suspension, and how many were expelled?

- **Question 10: Student Offenses**. How many incidents of drug or alcohol possession, violence, weapons, or destruction of school property occurred? How many students committed an offense involving one of the following categories: alcohol possession, violence, weapons, or destruction of school property?

- **Question 11: Tribunal Referrals**. How many students were referred to a school system tribunal because of involvement in a disciplinary incident?

- **Question 12: Alternative Placements**. Of students referred to tribunal for a disciplinary incident, how many were placed in an alternative school program?

4. School Performance Reports

The deadline for school reporting was August 15, 1995. The Council for School Performance analyzed this data and disseminated individual reports on each school in April of 1996. Commentary by school and state officials, and a number of media articles followed.

C. *Evaluation Scope*

Our evaluation explored the relevance, validity, and reliability of the piloted indicators. We attempted to determine the congruence between piloted indicators and Council goals. We examined the process of data collection, including the procedures used by schools to complete their reports, as well as their understanding of indicator definitions. With school personnel, we explored potential incentives and disincentives to accurate reporting. Finally, we explored the extent to which schools considered the reporting process an acceptable administrative burden.

II. Evaluation Methods

A. *Sampling Strategy*

For the purposes of our evaluation, we divided the state of Georgia into five regions, and planned to visit three schools in each region (Appendix A). In selecting evaluation sites, we chose one middle school and two high schools (one "high Lottery expenditure" and one "low Lottery expenditure" school) from each region. In each region, we also identified an alternative site in the event that one of our original schools declined to participate.

B. *Site Visits*

We planned one day site visits to each of the fifteen schools. Prior to the visit, we contacted each school's principal or administrative representative and described the nature of our project. All sites were informed that their decision to participate in this project was voluntary. School officials were assured confidentiality and informed that the object of our evaluation was the proposed reporting process and not their specific school.

We then mailed a detailed letter to each school's principal describing the purpose of our visit, the type of information in which we were interested, and the groups we wished to interview (Appendix B). To make the evaluation as open as possible, a copy of our evaluation proposal was sent to each school (Appendix C). Written informed consent was obtained from all participants. Parental consent was obtained for all student interviews as well (Appendix D). Responses were analyzed in aggregate; they were not linked to individuals or schools.

C. *Evaluation Measures*

During each site visit, we conducted semi-structured interviews with school administrators and security personnel regarding drugs, alcohol, weapons and violence in the school. We reviewed school statistics pertinent to proposed school indicators, with particular emphasis on the quality and availability of data preceding program implementation (baseline data). We also examined the process of reporting and reviewed each school's performance report. In addition, we assessed the burden of reporting as perceived by these administrators. We conducted separate, confidential focus groups with teachers and students to explore their perceptions of school safety. We also attempted to correlate reported school safety data with our subjective impressions of school safety.

D. *Analysis*

For the most part, our evaluation produced descriptive data. In addition, we contrasted our subjective impressions of school safety with that suggested by the piloted indicators.

III. Results

A. Site Visit Process

Of the fifteen schools initially selected, only one declined a visit. This site was replaced by the pre-selected alternate from the same geographic region. These fifteen sites reflect the diversity of Georgia's public school system. Five were located in urban, metropolitan settings, eight were located in small towns or suburbs, and two were in rural areas. At the time of enrollment, student populations at the sites ranged from 500 to 2,500 with an average enrollment of 1,400 students. The two smallest schools were the result of recent efforts to reduce the size of previously crowded schools.

Ethnic composition of the schools varied widely, reflecting historic and recent demographic shifts. Two sites served an essentially 100% African-American student body. One school was almost totally White in composition. The proportion of African-Americans in the remaining twelve schools ranged from 10% to 70% of the student body. Three sites reported a significant and increasing proportion of Hispanic students. None of the sites had significant numbers of Asian-American students. Two sites reported high student turnover rates due to the presence of a military base installation in their area.

Members of the evaluation team visited thirteen of the fifteen sites. Visits generally lasted from four to six hours. For two schools, we were unable to arrange a visit due to schedule conflicts; however in-depth phone interviews were conducted with administrators from these two sites.

In general, all schools were open to the evaluation process. Each was assured confidentiality. At each site, the evaluation team was allowed sufficient access to administration, security personnel, teachers and students.

B. *Specific Observations*

1. Congruence with Stated Goals

The workgroups convened by the Council for School Performance (see page 2) were encouraged to avoid recommending indicators that could be easily manipulated in a way that could be harmful to students. For example, school staff might not aggressively search for drugs or firearms if their discovery creates a negative public perception of the school. This reluctance would have a negative impact on school safety by delivering a message to students that these offenses would be tolerated. As another example, a school might refrain from expelling a student in order to encourage the appearance of safety, even when expulsion was the appropriate course of action. In the area of school safety, it is difficult to avoid these problems.

The workgroups were encouraged to choose *outcome* indicators (i.e., evidence of actual impact on student and staff safety) rather than indicators reflecting simply *process*, (i.e., safety program activities). In concordance with this goal, *no* piloted indicator represented a pure *process* measure, such as time spent in conflict resolution training or the number of random weapons searches performed in a year. Although the piloted indicators did not include final outcome measures (e.g., injury), measures of intermediate outcome *were* tallied. These included counts of incidents involving alcohol and drugs, violence, weapons, and vandalism.

2. Implementation

We encountered a number of problems related to the way in which pilot indicator data were obtained. Data collection forms with instructions and indicator definitions were distributed at the system level (Appendix E). Unfortunately, in most cases these forms were sent to individual schools *without* the accompanying instructions and definitions. This was *not* the intent of the

Council. Based on our interviews with administration, security personnel, and teachers, it is apparent that these forms were often completed in a casual fashion. It is therefore unclear if the statistics were reported in a reliable and comparable manner.

As an example, for question number 10 (incidents involving drugs or alcohol, violence, weapons or vandalism), what constituted a reportable event was not clearly defined. Our interviewees gave us widely disparate examples of incidents that were used in completing this section. For example, some schools classified every hostile verbal exchange as a fight, while others confined their counts to altercations resulting in bodily injury.

On a more positive note, interviewees tended to discount the administrative burden imposed by the reporting process. Most of these counts were currently generated by the schools and they were simply entered on an additional form. However, the lack of effort invested in reporting this data was reflected in the quality of the data itself. Teachers and administrators made few attempts to verify their data or maintain consistent reporting standards within individual schools or school systems. Personnel at the same school often gave differing definitions of a "reportable" event.

3. Data Validity

Reliable and accurate data are essential to a valid evaluation of school safety. As currently formulated, however, the piloted indicator process provides many opportunities for inadvertent errors. During our interviews, we encountered widely differing estimates of safety-related incidents cited by administrators, security personnel and teachers within the same school.

In most cases, this resulted from the lack of explicit definitions. The individuals involved in handling incidents also differed in professional backgrounds and experience. It is not surprising that a teacher's perception of violence would differ from that of a security officer. They have a

different likelihood of exposure to these incidents. Security personnel tended to report more school violence than administrators. This may reflect their differing experiences, but it could also reflect differing professional priorities. A security officer may feel that his or her budget is inadequate and tend to emphasize violence in the schools, while an administrator may feel more pressure to present a positive image to the public and therefore be inclined to minimize the problem of campus violence .

It was clear from our interviews, however, that not all reporting disparities could be attributed to the lack of guidelines or differing professional priorities and vantage points. We heard many anecdotal reports of school officials failing to record student offenses for a variety of reasons. One principal reported that in a neighboring system, administrators commonly failed to report confiscated firearms for fear of negative publicity. One teacher admitted to confiscating a firearm, then discarding it without filing a report with school administration.

To better judge the validity of safety indicators, our evaluation team ranked schools by our subjective impression of their safety, then compared our ranking to the piloted indicators. Most numbers were small and did not vary enough to differentiate schools. The only exception to this generalization was the count of violent incidents. To our surprise, this indicator was *inversely* correlated with our impression of each school's safety. In other words, schools that reported few incidents seemed to us to be less safe than schools that reported a greater number of violent incidents. In the table below, we display our subjective safety rankings and incident counts for seven schools (A-G) that provided complete indicator data.

Subjective Safety Rankings vs. Indicators

School	Safety Ranking*	Incidents involving:+		
		Drugs & Alcohol	Violence	Weapons
A	1	10	120	10
B	1	30	90	10
C	1	0	30	0
D	1	10	20	10
E	2	10	40	10
F	2	10	10	20
G	3	10	0	10

* subjective safety ranking: 1-very safe; 2-somewhat safe; 3- unsafe
+ incidents rounded to nearest ten to preserve confidentiality

Although we recognize the limitations of this approach, our findings should not be dismissed out of hand. One explanation is that safe schools actively seek out and deal with incidents of violence, while unsafe schools may lack the resources or the resolve to deal with these incidents. Unfortunately, schools that aggressively attack their problems may find themselves stigmatized by dissemination of these figures. At any rate, it is apparent that incident reports can be manipulated with relative ease.

IV. Conclusions

The evaluation process, as envisioned by the Council for School Performance, represents an ambitious and laudable attempt to monitor public school progress and maximize the efficiency of lottery fund expenditures. We applaud their focus on school safety, drug abuse, firearms and violence. Data resulting from this process should assist policy makers in a comprehensive and systematic effort to prevent the drug abuse and violence that inhibit schools from performing their primary mission -- educating the students of Georgia public schools.

Our evaluation found that the piloted indicator process has room for improvement in a number of areas. During the pilot, the rigor of data collection procedures varied widely. Definitions of key outcomes were ambiguous. In addition to random errors, we found evidence of selective and potentially biased reporting of data, particularly about episodes involving violence or weapons.

Despite these conclusions, our findings should *not* be interpreted as an indictment of the *goals* of the pilot program. On the contrary, pilot projects and rigorous field evaluations are crucial to the development of valid and reliable measures of school safety. All of our respondents felt that the indicator process was valuable and should go forward. The purpose of the Council's pilot project was to determine both the feasibility of using indicators and which indicators to use.

V. Recommendations

A. Add Outcome Indicators

Although weapon carriage and violence are important endpoints, the Council should promote reporting of *outcome* measures, such as cases of injury requiring medical attention, as well as any deaths. Although both are uncommon, it is important to place incidents of school violence in perspective. Injury and death are critical and sentinel events. Even one death or one serious injury in a Georgia school deserves extensive investigation in order to prevent a recurrence.

Paradoxically, many of the students we interviewed told us that school is one of the safest places in their lives. When one compares the small number of student injuries or deaths resulting from school violence to the much larger number of deaths or serious injuries resulting from violence at home or in the community, the threat of school violence is relatively small.

B. *Use Clearly Defined Indicators*

To report incidents of violence, we recommend using a definition that requires actual physical contact rather than a verbal threat. Also, violence that does not result in a serious injury should be differentiated from violence that results in an injury severe enough to require medical attention. Stratifying cases by severity will make reporting more uniform, particularly if minor events are excluded.

Episodes of violence should be more completely characterized. Reports should include whether the violence was directed toward school staff and whether it occurred during regular school hours. Schools should report whether the incident occurred within the school building, on school grounds, or on buses. These elements are included in our proposal for revised indicators, included as Appendix F to this report.

Although a school may choose to record any act of vandalism, the state should limit reporting to cases that exceed an arbitrary amount of damage, for example, $500. As noted above, the state should define violence to include physical contact, and report whether the contact resulted in an injury requiring medical attention. For drugs or alcohol, the specific drugs involved should be enumerated.

Weapons pose a particularly difficult problem. Because of their lethality, we feel that firearms should be reported separately from other weapons. If it is decided to report weapons other than firearms, the type of weapon should be explicitly defined. Reporting requirements and definitions should be kept as simple and as clear as possible.

These recommendations pertain to state reporting only, and do not preclude any Georgia school from recording additional or more detailed safety-related data if they feel this is warranted. In

Appendix F, we present a revision of the safety indicator reporting form for consideration in future iterations of the reporting process.

C. Automate Record Keeping

Safety records should be computerized to the degree possible. The computer interface could display the standardized definition to school staff at the point of data entry. It would also allow faster access to the data, improving the Council's ability to detect trends. With multiple sources of safety-related data, including administrators, security personnel, and school nurses, it may be possible to validate indicators by cross-checking reports from different sources.

D. Perform Student Victimization Surveys

The students' perception of school safety is an important endpoint. We recommend annual surveys of school staff and students to report episodes of victimization, levels of fear, and times and locations of greatest concern for personal safety. These victimization surveys should be performed for all students in one or two grades (e.g., grades 8 and 11). Items from the U.S. Department of Justice's *National Crime Victimization Survey* could easily be adapted to the school setting.

E. Improve the Public Reporting of Indicator Data

School sizes vary widely. All reports of safety indicator should be adjusted to the size of the school (e.g., incidents per 1000 students). This should be done for each school's report to allow valid comparisons between schools.

Although a detailed discussion of community relations is beyond the scope of this evaluation, we feel that the dissemination of indicator data must be done in a constructive manner. The Council should use caution in releasing safety indicator data from the pilot phase of this project. The need

for public information should be balanced against the preliminary nature of this reporting effort. Pilot study results should be released to the public when they are proven to be reliable and valid measures of school safety.

When safety indicator data is disseminated, the Council should provide recommendations, strategies and plans so Georgia's educators can effectively use this data. A number of administrators felt "blind-sided" by the Council's first report and felt that media reaction was unfair. They agree with the need to monitor school performance, but they are skeptical that the media can interpret safety indicators accurately.

VI. Acknowledgments

We thank the Council for School Performance for allowing us to perform this evaluation. The Applied Research Council of Georgia State University provided us valuable assistance in contacting schools and arranging site visits. We were impressed by the outstanding group of administrators, security personnel, teachers and students we met across Georgia. We appreciate their cooperation with this effort and we owe them a debt of thanks.

VII. Appendices

Appendix A. Map of evaluation regions.

Appendix B. Letter to principal describing site visit.

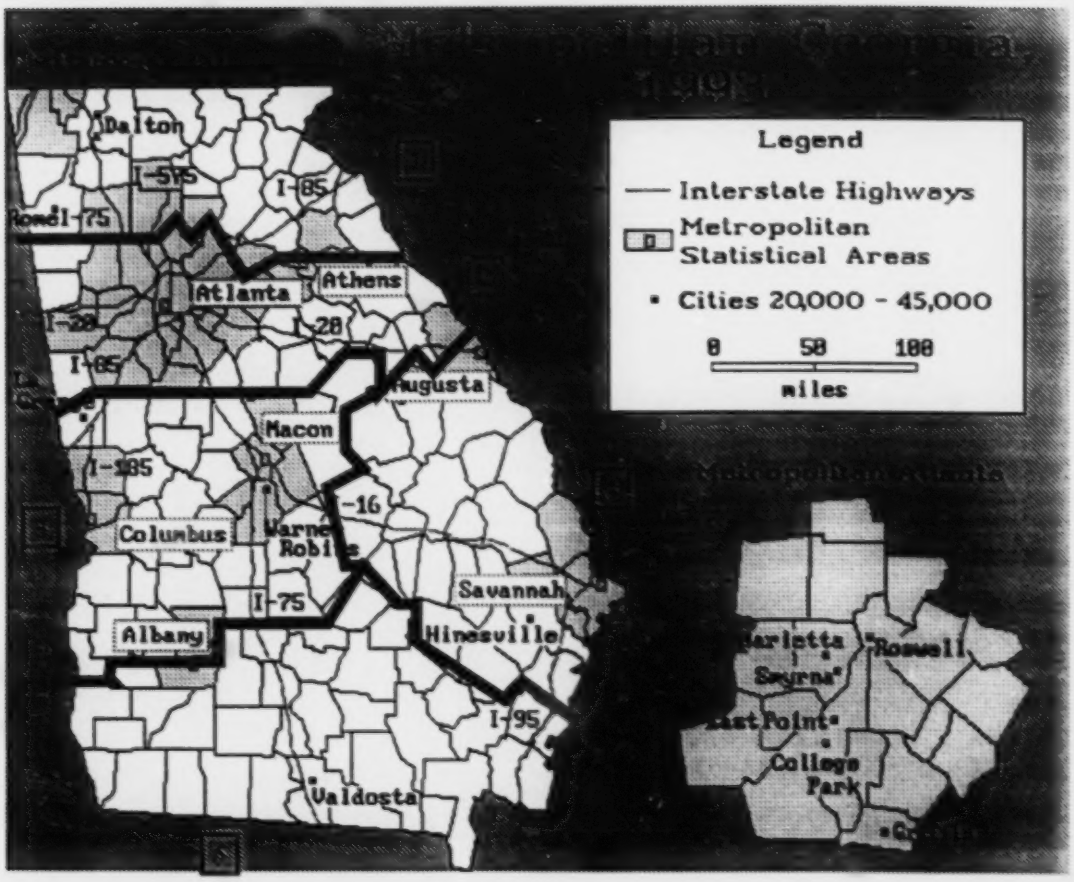
Appendix C. Copy of evaluation proposal.

Appendix D. Informed consent forms.

Appendix E. Guidelines and reporting forms for school indicators.

Appendix F. Proposed indicator revisions.

A. Map of evaluation regions



BEST COPY AVAILABLE

B. Letter to principal describing site visit

THE ROLLINS SCHOOL OF PUBLIC HEALTH
OF EMORY UNIVERSITY
1518 CLIFTON ROAD, N.E., ATLANTA, GEORGIA 30322

Center for Injury Control

Phone: (404) 727-0977
FAX: (404) 727-8744

August 20, 1996

. Principal
High School

GA .

Dear Mr.

Thank you for allowing our school safety site visit scheduled for Tuesday, May 14th. I look forward to meeting with your staff. ., your assistant, has been particularly helpful during my phone calls. left a voice message that he is expecting me on this date. You may want to forward this letter and package of information to him.

We will plan to arrive at 1:00 PM on Tuesday. Although we can probably find the school, it might be safer to give us explicit directions. We would appreciate it if you could fax those to us.

The goal of this evaluation is to improve the Georgia Lottery for Education program. As part of this evaluation, your school was chosen at random. Our report will not focus on specific school sites, but will present information in aggregate for fifteen schools across Georgia. We hope that this evaluation will have a beneficial impact on the program statewide, but would not expect it to influence any decisions regarding your particular school.

We plan to make our evaluation process as open as possible to you. In order to help with this I have enclosed a complete copy of our evaluation plans. Please be assured that during our visit, we will make every effort to limit disruption of your normal schedule.

We hope to spend approximately four hours at the school. In this time, we would like to hold four separate meetings. I have enclosed a brief outline of agenda for these meetings. Please feel free to select participants and schedule these as you see fit. If there is anyone else you would like us to meet during our visit, we will, of course, be happy to do so.

I have enclosed parent/guardian consent forms for the meeting with students and would ask that you send these home with the students you choose prior to our visit. You may want to send consent forms home with ten or fifteen students in hopes that we can obtain at least seven completed forms.

In the outline I have also listed examples of written materials that might facilitate our discussions. If any of these are readily available to you, we would appreciate a copy by mail or fax so that we could review it prior to our visit. Please do not feel compelled to spend excessive effort on this task, as we can also review this material during our visit. In conducting this evaluation, we hope to cause as little extra work to you and your staff as is feasible.

Thank you again for your time on the phone today. I look forward to visiting with you. If you have any questions prior to the visit, please contact me by phone or e-mail.

Sincerely,

Knox H. Todd, MD, MPH
Phone: (404) 727-1265
FAX: (404) 727-8744
todd@sph.emory.edu

BEST COPY AVAILABLE

Enclosures: Copy of evaluation proposal, Proposed meeting agenda and materials, Consent forms for parent or guardian (15)

School Safety Assessment -- Proposed Agenda and Materials

1. **Administration:** We hope to meet with administrative representatives to discuss school safety issues, particularly those involving violence, firearms, drugs and alcohol. This might involve a meeting with you or one or two of your administrative staff and should take no longer than one hour.

   Topics: As our major evaluation focus, we would like to learn of your present or proposed uses for lottery funded capital improvements, including your decision-making process, objectives and implementation plans. We would also like to hear your opinions regarding the school and community indicators proposed by the Council for Educational Performance. We are particularly interested in the availability of school safety data for prior years in order to establish a baseline for determining the impact of any school safety interventions. (Please see the enclosed evaluation plan for a more complete explanation of this focus.)

   Materials: For a better general understanding of your school, we would appreciate information on school enrollment, demographics, and the local socioeconomic climate, if possible. We would like to review any documents involved in the planning and application process for state lottery funds related to school safety, if available. We would also like to review school statistics pertinent to violence, drugs and alcohol (e.g., disciplinary actions, suspensions, expulsions), and any written policies involving these areas.

2. **Security Personnel:** We would like to spend one or two hours with school security personnel to discuss safety concerns, procedures, and training. During this time, we plan to tour the school grounds and examine any safety-related equipment, such as metal detectors, communication equipment, or fencing.

   Topics: We will discuss perceptions of violence in the school, use of safety related equipment, and training of school security staff.

   Materials: A map of the school and grounds would be helpful during this meeting. We would also like to review written policies regarding use of safety related equipment and training of security personnel.

3. **Teachers:** We plan to conduct a one-hour focus group with a five to ten teachers.

   Topics: We will explore teachers' views and concerns toward school safety and their perceptions of any safety-related interventions you may have implemented.

   Materials: For this meeting, we will need a relatively quiet, private space.

4. **Students:** We would like to conduct a one-hour focus group with seven to twelve students. These students should be of approximately the same grade level to facilitate communication. We prefer a representative sample of students, if possible.

   Topics: We will explore students' views and concerns toward school safety and their perceptions of any safety-related interventions you may have implemented.

   Materials: For this meeting, we will need a relatively quiet, private space.

(We would appreciate any written material you could send us prior to our arrival. Of course, we can also review this during the day of our visit. Feel free to contact me if you have any questions regarding the meetings or requested materials. Thank you again for your time and efforts.)

Knox H. Todd, MD, MPH
Emory Center for Injury Control
1518 Clifton Rd., NE
Atlanta, GA 30322

Phone: (404) 727-1265
Fax: (404) 727-8744
Email: todd@sph.emory.edu

BEST COPY AVAILABLE

Lottery Evaluation and Assessment: School Safety Expenditures

Knox H. Todd, MD, MPH
Center for Injury Control
The Rollins School of Public Health of Emory University

Submitted to the Applied Research Center of Georgia State University
October 5, 1995
Revised: November 8, 1995

Contents

Background	2
Program Description	2
Goals	2
Activities	2
Program Evaluation	3
Evaluation Objectives and Scope	3
Evaluation Design	4
Sampling Strategy	4
Evaluation Measures	5
Analysis	5
Deliverables	5
Discussion	5
Conclusion	6
Appendix A	7

BEST COPY AVAILABLE

C. *Copy of evaluation proposal*

Lottery Evaluation and Assessment: School Safety Expenditures

Knox H. Todd, MD, MPH
Center for Injury Control
The Rollins School of Public Health of Emory University

Submitted to the Applied Research Center of Georgia State University.

Background

In 1993, the Georgia General Assembly established the Council for School Performance, an independent body whose mission is "to provide impartial and accurate information so that schools and the communities they serve will have appropriate benchmarks for performance and accountability."[1] As part of this mission, the Council has been charged with describing public school utilization of funds derived from the Georgia Lottery for Education.

In April 1994, the Council selected the Applied Research Center (ARC) of Georgia State University to serve as project staff and implement its work. In September of 1995, the Emory Center for Injury Control was invited to submit a proposal for a preliminary evaluation of expenditures for school safety, as one of ARC's Lottery Evaluation and Assessment Projects. This proposal outlines an evaluation of these expenditures.

Program Description

Goals

After consulting with key workgroups involved with Georgia public education, the Council for School Performance adopted the eight National Education Goals presented in the 1994 federal *Goals 2000: Educate America Act* as a framework for their activities. Goal number seven addresses school safety and states that...

- "By the year 2000, every school in the Unites States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."

Activities

In pursuit of this goal, for fiscal year 1994, approximately $21 million of Georgia Lottery for Education funds were spent to make schools safer. Twenty million dollars of this amount was used for capital improvements, primarily for the purchase of security systems, fencing, cameras, and communications equipment. Another $1 million was spend on drug and anti-violence education, principally for texts, posters, and videos.

---

[1] Council for School Performance. Annual Report 1994.

BEST COPY AVAILABLE

Program Evaluation

Evaluation Objectives and Scope

The Council for School Performance plans to employ two types of standards, school indicators and community indicators, to monitor the state of public schools and serve as outcome measures of program impacts. For the 1994-1995 school year, the following pilot indicators were proposed for goal seven by the Council:

School Indicators

- Number of disciplinary actions and unduplicated counts of students involved in disciplinary actions by category: drugs or alcohol related, violence, firearms, and destruction of school property.
- In-school suspensions as a percentage of total suspensions.
- Percentage of tribunal referrals placed in alternative schools.
- Percentage of students expelled.

Community Indicators

- Percentage of 12-17 year-olds involved with juvenile court system.
- Violent crime rate for the county/city per 1,000 population.

The school and community indicators listed above reflect a comprehensive and long-term commitment to impact evaluation of the Georgia Lottery for Education program. In addition to this summative evaluation, policy makers and program administrators will need information from the process and formative stages of evaluation to assess program implementation and its impact on intermediate outcomes.

In addition to the outcome measures listed above, we propose to perform process and formative evaluations of Georgia lottery expenditures for school safety. Process evaluation will document program procedures and activities and the degree to which they conform to legislative intent. Formative evaluation will produce data to document program feasibility and improve on its implementation. We will evaluate:

1. The validity, reliability, comprehensiveness and relevance of current school and community indicators.
2. The availability of data reflecting the safety of schools in previous years in order to establish a baseline for determining impact of school safety interventions.
3. The decision-making process that influenced local expenditures of lottery funds and the resulting concordance between legislative policy and local initiatives.
4. Actual implementation of lottery funded interventions (e.g., equipment purchases, installation, etc.).

BEST COPY AVAILABLE

5. Current uses of lottery funded interventions.

6. Burden of reporting associated with safety-related school indicators, as perceived by administrative staff.

7. Intermediate outcomes of current school safety interventions including perceptions of program impact by administrators, security personnel, teachers, and students.

Of the approximately $21 million spent for safer schools, $20 million was used for capital expenditures with only $1 million expended for drug and anti-violence education. This drug and anti-violence educational intervention was relatively uniformly distributed to each school site. Evaluation of school-based drug and anti-violence programs is a complex task that is currently receiving much attention from others.[2] For this reason, our evaluation will focus primarily on safety-related capital improvements, evaluating needs and interventions at the local level.

Evaluation Design

We will perform site visits to each of the fifteen schools, with one day allotted to interviewing key stakeholders in school safety concerns. These will include school administrators, security personnel, teachers, and students.

We will perform formative and process evaluations at each of the fifteen schools. We will conduct open-ended interviews with school administrators to determine their concerns regarding school safety particularly with respect to violence, firearms, drugs and alcohol. We will explore the intent of projects related to safety in relation to these concerns. We will also assess the availability of school disciplinary records from current and prior years and the burden of reporting the Council's proposed school indicators as perceived by these administrators.

With school security personnel, we will assess the actual implementation of lottery funded projects. We will inspect the actual use of this equipment, and determine whether it is functional. We will test metal detectors by passing through them materials with physical properties similar to firearms. We will also inspect building entrances to determine whether firearms could bypass metal detector stations.

With teachers and students, we will conduct small focus groups to assess attitudes toward school safety issues and their perception of the impact of lottery funded safety programs.

Sampling Strategy

In choosing evaluation sites, we attempted to include a broad geographical distribution of schools. We divided the state of Georgia into five regions, and plan to visit three schools from each region, a total of 15 schools. In selecting evaluation sites, we will choose one middle school, one high expenditure and one low expenditure school from each region.

---

[2] Webster DW. The unconvincing case for school-based conflict resolution programs for adolescents. *Health Affairs* Winter 1993: 126-141.

BEST COPY AVAILABLE

Evaluation Measures

Target

Administrators

- Review of project applications, objectives, implementation plans and expenditures.
- Review of school statistics pertinent to proposed school indicators, with particular emphasis on quality and availability of data preceding program implementation (baseline data).
- Semi-structured interviews regarding drugs, alcohol, firearms and violence in the schools.

Security Personnel / Equipment

- Inspection of equipment including functional testing and deployment.
- Semi-structured interviews regarding use and perceived efficacy of equipment.

Teachers

- Qualitative focus groups to explore views on school safety.

Students

- Qualitative focus groups to explore views on school safety.

Analysis

For the most part, our evaluation will produce descriptive data. When high quality baseline data are available, we will compare pre- and post-implementation frequencies of safety-related incidents involving alcohol and drugs, firearms and violence.

Deliverables

By _____, we will provide the following two reports:

1. An evaluation of the Council's proposed impact evaluation for Goal seven, including a review of the validity, reliability, comprehensiveness and relevance of proposed school and community indicators.

2. A process and formative evaluation of current school expenditures related to school safety.

Dr. Todd and Dr. Kellermann will be available for presentation of these evaluation results to Council members and legislative committees as necessary.

Discussion

Our proposed evaluation has a number of strengths and weaknesses that should be recognized. We have chosen to evaluate sites that are broadly distributed over the state. This will maximize the number of stakeholders for whom the results will be of interest and this is our aim.

We will evaluate a variety of schools including middle schools and those with low and high safety-related expenditures. We hope that this evaluation effort will highlight any mismatch between need and expenditure of lottery funds.

BEST COPY AVAILABLE

We have chosen to concentrate our evaluation efforts on capital expenditures rather than drug and anti-violence education. This choice maximizes our ability to evaluate that portion of expenditures consuming the bulk of lottery funds available for safety-related initiatives. We cannot make statements about the effectiveness of drug and anti-violence educational efforts. That evaluation is needed but is beyond the scope of this project.

Our evaluation will provide primarily process and formative information, and is less likely to provide convincing evidence of program impact. The lack of carefully obtained baseline, pre-intervention data makes impact evaluation a difficult process. At this stage of program implementation, with decision makers' need for early information and feedback, we feel that process and formative evaluation represents the best use of state resources. If we determine that high quality baseline data exist in school records, we can compare school safety-related statistics pre- and post-intervention, providing some evidence of local program impacts.

Another potential limitation of this evaluation is that school staff may be reluctant to cooperate with our efforts. We will attempt to limit this reluctance by maximizing our use of existing records, and performing our evaluation as openly and efficiently as possible.

Conclusion

The evaluation process, as envisioned by the Council for School Performance, represents an ambitious attempt to maximize the efficiency of lottery fund expenditures. We applaud their focus on school safety, drug abuse, firearms and violence and are pleased that we have been asked to propose this evaluation. In the future, we hope to be able to integrate the evaluation component into the early stage of program design for any school safety-related initiatives.

Data resulting from this process should assist policy makers in a comprehensive and systematic effort to prevent the drug abuse and violence that inhibit schools from performing their primary mission -- educating the students of Georgia public schools.

BEST COPY AVAILABLE

D. Informed consent forms

Document of Informed Consent - Parent or Legal Guardian

Title of Project

School Safety Evaluation and Assessment
Knox H. Todd, MD, MPH, Principal Investigator

Description of the Interviews and How they Will be Conducted

The Center for Injury Control of Emory University is working to learn more about school safety in Georgia. We are conducting small group interviews with students and teachers to hear about their views on how we can improve the safety of Georgia schools. We think that your child will enjoy these interviews and hope that this information will assist us in improving the safety of Georgia students and teachers.

In the interview we will ask your children about safety in the schools, where in the school they feel most safe, and how they feel Georgia schools can be made safer. Although we will share information from the interviews with others, no information will be traceable to your child personally. Any information your child gives us will be kept in a locked file cabinet and destroyed after five years.

Your child's participation in this interview is strictly voluntary. Even if your child agrees to participate in the interview, he or she can refuse to answer part or all of any questions asked and can leave the group at any time. We will attempt to make this as relaxed and comfortable a process for your child as possible.

Research Rights

If you have any questions regarding this research, please contact Knox H. Todd, MD, MPH, at phone number (404) 727-1265. Thank you for your participation in this effort.

Parent or Legal Guardian's initials_____

****

I have read this document or have had the document read aloud to me. I have been given the opportunity to ask any questions regarding participation and my questions have been answered to my satisfaction. I have been given the opportunity to refuse to allow my child to participate in this group interview, and I have freely chosen to allow my child to participate. I understand that my identity and the identity of my child will be kept confidential and that my child's responses will not be identified with him/her or with me. I further understand that my child's responses will not be used for commercial purposes.

I give permission for my child to participate in this group interview. A copy of this document has been given to me. Any further questions I may have will be answered by Knox H. Todd, MD, MPH of the Emory University Center for Injury Control. Dr. Todd can be contacted in Atlanta at (404) 727-1265.

Signatures

_____

Participant's Name

_____

Parent or Legal Guardian Date

_____

Group Interview Moderator Date

_____

Principal Investigator Date

Document of Informed Consent - Participant

Title of Project

School Safety Evaluation and Assessment
Knox H. Todd, MD, MPH, Principal Investigator

Description of the Interviews and How they Will be Conducted

The Center for Injury Control of Emory University is working to learn more about school safety in Georgia. We are conducting small group interviews with students and teachers to hear about your views on how we can improve the safety of your schools. We think that you will enjoy these interviews and hope that this information will assist us in improving the safety of Georgia students and teachers.

In the interview we will ask you about your perceptions of safety in your schools, where in your school you feel most safe, and how you feel schools can be made safer. Although we will share the information from the interviews with others, no information will be traceable to you personally. Any information you give us will be kept in a locked file cabinet and destroyed after five years.

Your participation in this interview is strictly voluntary. Even if you agree to participate in the interview, you can refuse to answer part or all of any questions asked and you can leave the group at any time. We will attempt to make this as relaxed and comfortable a process for you as possible.

Research Rights

If you have any questions regarding this research, please contact Knox H. Todd, MD, MPH, at phone number (404) 727-1265. Thank you for your participation.

Participant's initials_____

****

I have read this document or have had the document read aloud to me. I have been given the opportunity to ask any questions regarding participation and my questions have been answered to my satisfaction. I have been given the opportunity to refuse to participate in this group interview, and I have freely chosen to participate. I understand that my identity will be kept confidential and that my responses will not be identified with me. I further understand that my responses will not be used for commercial purposes.

I agree to participate in this group interview. A copy of this document has been given to me. Any further questions I may have will be answered by Knox H. Todd, MD, MPH of the Emory University Center for Injury Control. Dr. Todd can be contacted in Atlanta at (404) 727-1265.

Signatures

Participant	Date
Group Interview Moderator	Date
Principal Investigator	Date

E. Guidelines and reporting forms for school indicators

Detailed Instructions
Council for School Performance Data Collection Form
1994-95 School Year

We appreciate your efforts to collect the data needed to make this indicator system a success. We recognize that in this pilot year you may not be able to provide all the data we are requesting. Please provide as much information as you can. Also, please use this form to begin planning your data collection activities for the next school year so that you will be able to provide all of the information.

General Instructions

A. **Contact Persons:** Each Superintendent has designated a contact person for the 1994-95 data collection process. The contact person is responsible for:

1. Coordinating collection of data from each school in the system. This will require either completing forms for each school, if data are available in the system office; or distributing forms to and collecting forms from each school, if data need to be collected from the individual schools. Who completes the forms will depend on how and where data are maintained in your school system.

2. Completing the two questions on the system level form.

3. Establishing a deadline for schools to submit forms to you. This deadline should give you enough time to complete your responsibilities prior to the Council for School Performance deadline of August 15, 1995.

4. Reviewing data on each form to ensure accuracy and reasonableness.

5. Mailing completed forms for each school in the system, as a package, by August 15, 1995. **No forms should be submitted directly from a school.** The forms should be submitted to:

   Applied Research Center
   Georgia State University
   P.O. Box 4039
   Atlanta, Georgia 30302-4039

6. Retaining a file copy of each form submitted.

7. Serving as the single point of contact in the division for the data editing and verification process.

B. **School staff:** If the system contact person distributes a data collection form to you, you are responsible for the following:

1. Providing the information the contact person has requested.

2. Retaining a file copy of any form submitted to the contact person.

3. Retaining copies of any supporting documentation.

4. Returning data collection form to contact person by the deadline the contact person is your system has established.

SYSTEM ONLY QUESTIONS

These questions will only be collected at the system level. Only one form should be submitted for the entire school system.

Question 1: Provide the total dollar expenditure for teacher professional or staff development. Expenditures should include those for related fees, tuition, travel, and stipends. The expenditures for substitute teachers should also be included. Teachers are defined as classroom teachers, librarians and counselors. Do not include principals, assistant principals, aides, or paraprofessionals in this question.

Question 2: Provide the number of school level administrators who received release time to participate in staff or professional development. School level administrators include principals and assistant principals.

School System Name: _____

School System Number: _____

Form Completed By: _____

COUNCIL FOR SCHOOL PERFORMANCE

Data Collection Form 1994-95 School Year

ADMINISTRATION QUESTIONS (System Only)

1. What were the total expenditures for teachers to receive staff and professional development in your system? [ ]

2. How many school level administrators received release time to participate in staff or professional development? [ ]

Instructions for the School Data Collection Form

STUDENT QUESTIONS

The first section of questions applies to students enrolled in the school at any time during the school year. If a student was enrolled for the entire year or if the student was enrolled for only one day you should include the student in your count. Count each student in the grade you used or would have used if the student had been enrolled on a day an FTE count was conducted for the Department of Education.

Because total enrollment in Question 1 is your starting point, no response to Questions 2 through 12 should exceed the corresponding enrollment for that grade. For example, if there are 43 students enrolled in kindergarten at some time during the year, it would not be possible for more than 43 students to have participated in preschool or organized day care. Some questions will not apply to your school because they reflect grades that are not represented in your school. If your school does not have the grades to which the question applies, simply leave the box empty.

Question 1: Total Student Enrollment

If a student was enrolled for the entire year or if the student was enrolled for only one day you should include the student in your count. Count each student in the grade you used or would have used if the student had been enrolled on a day an FTE count was conducted for the Department of Education. All special education students should be included and counted in the grade you used or would have used for an FTE count.

Question 2: Student Absences

Using the students counted in Question 1 as your starting point, provide a grade by grade count of all students absent ten days or more during the 1994-95 school year. Because the students in Question 1 are your starting point, no grade count in Question 2 should be larger than the corresponding grade count in Question 1. If a student was enrolled for 15 days and was absent for 10 of those days, that student should be counted. If a student was enrolled for the entire year and was absent 9 days, that student should not be counted. If a student was not in school due to suspension or expulsion, those days should be treated as absences when determining the total number of days absent.

Question 3: Pre-school

Using the kindergarten students counted in Question 1, determine how many of those students participated in pre-school or organized day care for any length of time prior to beginning kindergarten. This number should include students who attended Head Start, voluntary pre-kindergarten for four-year-olds, a private preschool, or a licensed day care center serving more than five children. This number should not be larger than the kindergarten count provided in Question 1.

Question 4: Computer Skills

Using only the Grade 8 students counted in Question 1, determine how many students successfully completed a course requiring basic computer skills including keyboarding in Grades 6-8. This class need not have been completed during the 1994-95 school year but can have been completed at any time during the student's

Grade 6-8 education. This number should not be larger than the Grade 8 count provided in Question 1.

Question 5: Newly Enrolled Students

Determine how many students were newly enrolled in the local school system at the beginning of the year or at any time during the school year. This number should include all kindergarten students, except those who were retained in kindergarten from the year before, and any other students who are new to the local school system. This number should not include students who are new to a school because they have been promoted from a lower level school in the same system. For example, Grade 6 students entering middle school who were promoted from a school within the system should not be counted. Similarly a student changing schools within the system should not be counted. A Grade 6 student who moved from another state or school system should be counted.

Question 6: Vaccination Information

Using the students counted in Question 5, determine how many of those students were removed from school rolls for not meeting the state vaccination or health requirements within 90 days of enrollment. Count only enrollment changes affecting newly enrolled students.

Question 7: Advanced Placement Courses

Use the Grade 9-12 students reported in Question 1 as your starting point. Provide a duplicated count of students who were enrolled in an advanced placement course during the school year. If a student took a mathematics AP course and a foreign language AP course, count that student once under "mathematics" and once under "other." If a student took two mathematics AP courses during a year, count that student twice under mathematics.

Question 8: Post-Secondary Options

Use the Grade 9-12 students reported in Question 1 as your starting point. Provide a duplicated count of the number of students who were enrolled in a course at a college or technical institution under the state post-secondary options program. If a student was enrolled in a post-secondary science course and a post-secondary mathematics course, count that student once under science and once under mathematics.

Question 9: Disciplinary Acts

Using the students in Grades 6-12 who were counted in Question 1, determine how many students received in-school suspensions, short-term out of school suspensions, long-term out of school suspensions, and how many students were expelled. If a student received more than one suspension, count that student as many times as he or she was suspended. According to state law, the definitions are as follows:

Short-term Suspension- the suspension of a student from a public school for not more than ten school days.

BEST COPY AVAILABLE

Long- term Suspension- the suspension of a student from a public school for more than ten school days but not beyond the current school quarter or semester.

Expulsions- the expulsion of a student from a public school beyond the current school quarter or semester.

Question 10: Student Offenses

Use the students in Grades 6-12 who were counted in Question 1 as your starting point.

For the first line, determine how many incidents of drug or alcohol possession, violence, weapons, or destruction of school property occurred. Each incident should count only once regardless of the number of students involved. For example, if two or more students were involved in a fight, count that fight only once in the violence category.

For the second line, provide an unduplicated count of students committing each offense. For example if a student is involved in several fights during the year, count that student once under violence. If a student is involved in a fight and an alcohol offense count that student once under alcohol and drugs and once under violence.

Question 11: Tribunal Referrals

Use the students counted in Grades 6-12 in Question 1 as your starting point. Count the students who were referred to a school system tribunal because of involvement in a disciplinary incident.

Question 12: Alternative Placements

Use the students counted in Question 11 as your starting point. Provide the number of students who were placed in an alternative school program. Alternative schools include programs such as "Cities in Schools" or state funded alternative schools.

TEACHER QUESTIONS

The second set of questions, Questions 13 through 19 apply to teachers. Teachers are defined as classroom teachers, librarians and counselors. Do not include principals, assistant principals, aides, or paraprofessionals in any of these questions. The period of time covered in the staff/professional development questions should match the fiscal year from July 1, 1994-June 30, 1995.

Question 13: Teacher Staff or Professional Development

Provide an unduplicated count of the teachers who participated in staff or professional development at times other than the during the ten non-classroom days that are provided in the teachers' 190 day contracts. Count training completed during a regular school day, at night, or on weekends. Count training provided by professional trainers, the school principal or other school staff. Do not count training during teacher "in-service" days, staff-development days, or any

other training provided on any of the ten days without student contact that are provided under the 190 day contract. If a teacher received training on more than one occasion or in more than one area, count that teacher only once.

Question 14: Staff Development Hours

Count the total number of hours of staff development completed by teachers. Also, include professional development or university course work. For consistency of reporting, calculate the number of hours for a university course as the number of credit hours awarded times the number of weeks in the session. For example, a three credit hour course offered over a sixteen-week semester would be 48 hours of professional development. If a teacher participated in more than one program or class, count the hours from all activities in this total.

Question 15: School Improvement Plan Hours

Using the total hours listed in Question 14 as your starting point, count the number of hours of staff development or professional development that were directly related to items in the school improvement plan. If you do not have a school improvement plan put an "N/A" in the box. If you have a school improvement plan but no staff development hours were related to that plan, place a zero in the box.

Question 16: Staff Development Topics

Using the total hours listed in Question 14 as your starting point, count the total number of hours teachers participated in staff development or professional development in each of the four areas defined below. If a course covers more than one of these topics, place the course under the category that the majority of hours cover. Not all staff development topics will count here. For example, a stress management class should not be counted in any of these categories. The total of these hours should not exceed the number provided in Question 14.

104
330

Curriculum: Instruction on developing lesson plans, course outlines, objectives and other issues related to course content or instructional standards.

Collaboration: Instruction on working with peers to develop a comprehensive instructional approach.

Technology: Instruction on how to incorporate technology such as computers, distance learning, and other forms of media into curriculum and instruction.

Instructional Strategies: Instruction on techniques and approaches to delivering instruction to students.

Question 17: Teacher Involvement

For each of the four questions, count the total number of teachers who were involved. If a teacher was involved in more than one community collaboration activity, count that teacher only once. If a teacher was involved in community collaboration and another activity, count that teacher once under each activity.

Community Collaboration: Involvement with business or community partnerships,

or local, state, or professional organizations to coordinate activities or programs for students in the teacher's assigned school.

School Governance: Participation in committees or other groups to recommend or develop school policies, programs, budgets or other areas of school administration.

Beginning Teacher Mentoring: Serving as a Teacher Support Specialist matched with a beginning teacher in a mentor program.

Student Teacher Supervision: Supervising a student teacher during a semester or quarter of full time student teaching.

Question 18: Collaborative Planning

Count the number of teachers who participated in collaborative planning with peers. These planning sessions should be a regularly scheduled part of the instructional strategy and should occur at least twice a month. Regular departmental meetings should not be counted unless they include planning a comprehensive instructional approach.

Question 19: Teaching A Course Without Certification

Provide the number of teachers who taught at least one course for which he or she did not have state certification at any time during the 1994-95 school year. If a teacher taught more than one course without state certification, count that teacher only once.

PARENT AND COMMUNITY QUESTIONS

The final set of questions, Questions 20-29, apply to parents and the community.

Questions 20-24:

Questions 20-24 are yes or no questions and require placing an X in the appropriate box. Definitions for each question are provided below:

Question 20: Before School Program

Provides structured service to students or students and parents prior to start of the school day. Can include school breakfast programs and early drop off arrangements with organized activities.

Question 21: After School Program

Provides structured service to students or students and parents after regular school hours. Can include late pick-up arrangements with organized activities.

Question 22: Summer School Program

Includes summer remedial programs, summer school classes, and summer day care with an instructional component. If a school system holds a summer program at one school and that program draws students from other schools in the system, answer yes only for the school that is the site of the program.

Question 23: Community Group Use

Use of school facilities by groups for purposes other than delivering services to students enrolled in the school's day programs. Excludes use by parent or student organizations. Includes use by groups such as adult literacy groups, community organizations, and community school programs.

Question 24: School Advisory Group

Parent participation in committees to recommend or develop school policies, programs, budgets, or other areas of school administration.

Question 25: These are yes or no questions. For each question place an X in appropriate box. Spaces are provided for you to list other approaches to teacher-parent contact. Definitions for the approaches we have listed are provided below.

Homework hot-lines: Telephone service to allow parents to obtain information about homework assignments or school activities.

Parent conferences during school hours: Arrangements for teachers to meet with parents during school hours. Includes opportunities for parents to observe child in the classroom.

Parent conferences outside of school hours: Arrangements for teachers to meet with parents on the school site before or after school hours.

Parent conferences at parent's work site: Arrangements for teachers to visit parent's work site after school hours for purposes of parent-teacher conferences.

Home visits: Arrangements for teachers to visit child's home for purposes of parent-teacher conferences.

Telephone contact: Arrangements for teachers to have opportunities to contact parents by telephone.

Question 26: Parent-Teacher Conferences

Provide the total number of parent-teacher conferences that took place during the school year. If a parent or caregiver attended three conferences regarding one child during the school year, that should count as three conferences. If both parents attended the conferences, that should still count as three conferences. If a parent had two children in the school and attended two conferences regarding each child, that should count as four conferences.

Question 27: Parent-Teacher Communication

Provide the total number of times parents and teachers communicated verbally regarding student progress or performance during the school year. This should include any form of verbal communication. All the face-to face meetings included in Question 26 should be included and any parent-teacher telephone contact should also be included. If a parent attended one conference and spoke to the teacher on the telephone twice during the school year that should count as three

System Number: ____ System Name: _____ Form Completed By: _____
School Number: ____ School Name: _____

COUNCIL FOR SCHOOL PERFORMANCE

School Data Collection Form 1994-95 School Year

Please do not attempt to complete this form before reading the definitions provided in the instructions. If you do not have a set of instructions notify the contact person in your school system central office. Return all forms to the contact person in your system. Do not send any forms directly from the school to the Council for School Performance. Before you begin, please fill out the school and system names and numbers at the top of this sheet.

STUDENT QUESTIONS

The following questions apply to all students enrolled in grades K-12. Count all students in the grade in which they would be recorded on an FTE report. Please do not include Pre-Kindergarten students.

1. Student enrollment: provide by grade, the total student enrollment for the entire school year. Count every student who was enrolled at any time during the year, for any length of time.

K	1	2	3	4	5	6	7	8	9	10	11	12

2. Student Absences: for the students counted in Question 1, provide the number who were absent for ten or more days during the 1994-95 school year.

K	1	2	3	4	5	6	7	8	9	10	11	12

3. Preschool: for the kindergarten students counted in Question 1, provide the number who participated, for any length of time, in pre-school or organized child care prior to enrolling in kindergarten.

K

4. Computer skills: for the Grade 8 students counted in Question 1, provide the number who completed a course requiring basic computer skills, including keyboarding, at any time in Grades 6-8.

8

5. Newly enrolled students: for all the students counted in Question 1, provide the number who were newly enrolled in the school system at the beginning of the year or at any time during the year.

K-12

6. Vaccination Information: for all the students counted in Question 5, provide the number of students who were dropped from the school roll for not meeting state vaccination or health requirements within 90 days.

K-12

7. Advanced Placement Courses: for all the Grade 9-12 students counted in Question 1, provide the number of students who were enrolled in an advanced placement course in each of the following areas.

AP Mathematics	AP Science	All other Advanced Placement

8. Post-secondary options: for all the Grade 9-12 students counted in Question 1, provide the number of students who were enrolled in a course at a college or technical institution under the state post-secondary options program.

Post-secondary Mathematics	Post-secondary Science	All other post-secondary courses

9. Disciplinary acts: for all the Grade 6-12 students counted in Question 1, provide the number of students who received any of the following types of discipline during the school year. See directions for definitions of suspensions and expulsions.

In-school Suspensions	Out of school suspensions (short-term)	Out of school suspensions (long-term)	Expulsions

10. Student offenses: for all the Grade 6-12 students counted in Question 1, provide the number of incidents and an unduplicated count of students involved in each offense.

	Drugs or Alcohol	Violence	Weapons	Destruction of School Property
Number of incidents				
Unduplicated student count				

11. Tribunal Referrals: for all the Grade 6-12 students counted in Question 1, provide the number of students who were referred to a tribunal during the school year.

6-12

12. Alternative Placements: for all the Grade 6-12 students counted in Question 11, provide the number of students who were referred to a tribunal and placed in an alternative school.

K-12

TEACHER QUESTIONS

The following questions apply to all teachers at your school. Please include all classroom teachers, librarians, and counselors. Please exclude principals, assistant principals, aides and paraprofessionals.

13. How many teachers participated in staff or professional development outside of the 10 days without classroom contact provided in the 190 day teachers' contracts? [ ]

14. How many hours of staff and professional development did teachers complete? (See directions for totaling hours and how to count summer school classes.) [ ]

26. How times did a parent or caregiver participate in a face-to-face conference with the child's teacher? (Multiple conferences count once for each occurrence but a conference with two parents should only count as one occurrence. See directions for detailed explanation.)

27. How times did a parent or caregiver discuss a student's progress through any form of verbal communication? (See directions for detailed explanation for counting and types of communication.)

28. How many hours have businesses or community groups participated in structured working relationships with teachers or students at the school site or at business facilities? (See directions for how to count total hours and participants.)

29. How many hours have public agencies or not-for-profit groups worked with students at the school site? (See directions for how to count total hours and participants.)

Place an X in the appropriate box (see directions for definitions)	YES	NO
22. Does your school have a summer school program?		
23. Do you allow community groups to use school facilities outside of school hours?		
Classrooms within the school		
School grounds, including the gym		
24. Do parents participate in a school advisory group designed to make recommendations regarding school policies, programs, and budgets? (Excluding PTA)		

25. Do you offer opportunities for parent-teacher contact through:	YES	NO
A. Homework hot-lines		
B. Parent conferences during school hours		
C. Parent conferences outside of school hours		
D. Parent conferences at parent's work site		
E. Home visits by teachers		
F. Telephone contacts by teachers		
G. Other (describe)		
H. Other (describe)		
I. Other (describe)		

15. How many hours of staff and professional development counted in Question 14 were directly related to items in the school improvement plan? [ ]

16. How many hours of staff and professional development did teachers complete in each category? (See directions for definitions of each area.)

Curriculum	Collaboration	Technology	Instructional Strategies

17. How many teachers were involved in each of the following activities? (See directions for definitions of each area.)

Community Collaboration	School Governance	Beginning Teacher Mentoring	Student Teacher Supervision

18. How many teachers participated in collaborative planning with their peers that is regularly scheduled at least twice a month? [ ]

19. How many teachers were teaching at least one course without state certification for that course at any time during the 1994-95 school year? [ ]

PARENT-COMMUNITY QUESTIONS

The following questions apply to parent and community involvement in your school.

Place an X in the appropriate box (see directions for definitions)	YES	NO
20. Does your school have a before school program?		
21. Does your school have an after school program?		

F. Proposed indicator revisions

Proposed Indicator Revisions

The following recommendations are modified from those of a working document from the Crime, Violence, and Discipline Reporting Task Force; National Education Statistics Agenda Committee; National Forum on Education Statistics. These recommendations are included in this Appendix and all page numbers refer to this working document. The recommendations are expected to be in press by November of 1996 (personal communication, Carol Sue Fromboluti, National Center of Educational Statistics, U.S. Department of Education).

Incident versus participant records

The Task Force recommends two types of records, *incident* records and *participant* records. Each record is linked based on a single unique incident identifier. When considering a school's exposure to safety risks, we feel that incident records are the more relevant measures of interest.

The need for incident-based reporting becomes more clear when considering specific examples. Consider an act of vandalism that occurs after school hours for which no participants are identified. This act is recorded as an *incident*, and no *participant* record is generated. Also, many episodes of school violence do not involve students, or involve them only as victims. These would be recorded as *incident* reports without corresponding *participant* reports.

Reportable incidents

For state reporting purposes, the Council should concentrate its efforts on high severity measures. It is counterproductive to measure less severe outcomes as these tend to be less reliable. *These recommendations do not preclude any Georgia school from recording additional safety-related data should they feel it useful.*

Initially, we recommend reporting incidents in the areas of *injury*, *weapons*, *vandalism*, and *drugs*.

For **injury**, we recommend including incident counts for homicide, sexual battery, and battery. Precise definitions of these incidents are contained in the Task Force recommendations (p. 12-17). We do not recommend including less severe incident classes as they are more open to an individual school's interpretation.

For **weapons**, we recommend including firearms as defined in the report (page 16). The definition of "other weapons" is broad and susceptible to biased reporting. We recommend further dividing this category to include (1) *knives* with a cutting blade of greater than three inches, and (2) *other weapons* including the remainder. For the Council's purposes, we recommend reporting only firearms and knives. Any actual injuries involving weapons other than firearms and knives will be detected through the injury incident reports as noted above.

For destruction of school property, we recommend including incidents of vandalism and arson when the value of damage resulting from these incidents exceeds $500. This would require including an "add-on" code for vandalism (and arson) value as detailed on page nine of the Task Force recommendations.

For **drugs**, we favor reporting counts of alcohol and drugs (excluding alcohol), as defined in the Task Force recommendations. Although we encourage local enforcement of tobacco restrictions, we feel that reporting is less likely to be consistent from between schools.

Incident descriptions

Definitions for each of the above should conform to those detailed in the Task Force recommendations. In addition, each incident should be characterized by *person*, *time*, and *place* as recommended. This information will allow the Council to recommend priorities for future safety-related interventions.

We favor including the inclusion of victim characterization as an "add-on" code (p. 8-9) For location, it would be helpful to differentiate incidents occurring within school buildings from those occurring outside buildings on school grounds. However, this level of detail will not be possible given the current Task Force recommendation for coding location (p. 7).

Recommendations of the Crime, Violence, and Discipline Reporting Task Force National Education Statistics Agenda Committee National Forum on Education Statistics

BEST COPY AVAILABLE

Working Document, Expected Publication in November, 1996

Recommendations of the Crime, Violence, and Discipline Reporting Task Force

Introduction/Assumptions

The Crime, Violence, and Discipline Reporting Task Force of the National Education Statistics Agenda Committee (NESAC), National Forum on Education Statistics recognizes the large variation of expertise and capabilities across the United States in the area of information systems. This is particularly true in what individual states and school districts are willing or want to collect in the way of descriptive statistics in the areas of school crime, violence, and discipline. Further, the Task Force understands that individual state and district laws may impact the overall types of information that can be collected in this area.

With these understandings in mind, the Task Force is making the following recommendations as a means of establishing a reporting system based on a unit record system. That is, the data system recommended here is a module of an overall individual student reporting system. However, with minor modifications of the data collected, it is possible for the system module to be expanded to include additional demographic information on the students or the victims of the crime, violence, or disciplinary action being collected.

Data System Structure

Two types of records are recommended for the system to function. These are an incident record and a participant record. Each reported single incident has as few as one record and as many records as participants plus one. The two record types are defined below with their component types. Critical to the linking of the incident records with the participant records is the concept of a single unique incident identifier. That is, the incident identifier is the same across all records (both incident and participant) being reported.

Records collected will fall into one of two categories. These are:

- **Category A:** Major incident record with no matching participant (discipline) records. State (district) defined major incidents with no known students involved (such as vandalism after hours where the perpetrator is unknown).

- **Category B:** Major incident record with one or more matching participant (discipline) records. State (district) defined major incident with one or more known students involved, resulting in one of state (district) defined discipline actions.

BEST COPY AVAILABLE

Data Items to be Collected

Records should be collected for the following defined major incident types. The incident types below are defined in the appendix of the document.

Alcohol
Arson
Battery
Breaking And Entering/Burglary
Disorderly Conduct
Drugs, Except Alcohol
Fighting
Homicide
Kidnapping
Larceny/Theft
Motor Vehicle Theft
Robbery
Sexual Battery
Sexual Harassment
Sex Offenses
Threat/Intimidation
Tobacco
Trespassing
Vandalism
Weapons Possession
Other Major Offenses
Other State (District) Defined Offense

Any discipline record with any one of the following state (district) defined disciplinary actions or measures should also initiate the development of an incident report.

Corporal Punishment
Suspension, Out Of School
Alternative Placement (Second Chance Schools, Etc.
Expulsion (No Services Provided)
Suspension, In-School
Court Or Juvenile System Referral
Other State (District) Defined Measure
Expulsion (Services Provided)

Key Concepts About Incident Reporting

All reporting is based upon an incident and it's context. Several concepts are critical in the development of incident records. These are:

- **All data collected are based on school year:** This is a report based on data collected during a school year, not fiscal or calendar year. Begin data collection on the date that you begin collecting for other school-year based reports.
- **Incidents of the following types are to be included for reporting purposes:** Alcohol, arson battery, breaking and entering/burglary, robbery, disorderly conduct, drugs, except alcohol, fighting, homicide, kidnapping, larceny/theft, motor vehicle theft, sexual battery, sexual harassment, sex offenses, threat/intimidation, tobacco (where declared illegal), trespassing, vandalism, weapons possession, other major offenses, other state (district) defined offenses, and whether these incidents involved alcohol, drugs, or weapons, whether they were gang related or motivated by hate (malicious harassment) and whether the incident was reported to police. See the section on definitions for more detail.
- **All incidents on school grounds:** All incidents occurring on a school campus, 365 days a year and 24 hours a day, are to be reported, even if a student is not

BEST COPY AVAILABLE

Working Document, Expected Publication in November, 1996

involved or the offender is unknown. Campuses to be included are public school programs geared toward students in any or all of grades PK-12.. Incidents from vocational education programs are to be included if they are designed for any grades from PK-12.

- **All incidents on school transportation:** All incidents occurring on any school transportation, including bus transportation to and from school and other transportation to and from school sponsored events are to be reported. Incidents are not to be reported at bus stops unless they occur when the bus is at the stop.
- **Incidents at off-campus school-sponsored events when student is involved:** All incidents that occur at a school sponsored event off campus are to be reported if a student is involved, whether as a victim or offender. If a student is not involved, do not report the incident. The home school (the school sponsoring the off-campus event or activity) is responsible for reporting the incident under their school number. If more than one school is sponsoring or it is a district or statewide event, one school needs to be designated to report the event.
- **Definition of "student" for reporting purposes:** A "student" is an individual who is enrolled in your school district. If an offender involved in an incident in your district is a student from another school district, they would be considered a "non-student".
- **The presence of alcohol, drugs, or weapons, whether the incident is gang-related or motivated by hate, or whether the incident is reported to police should always be reported.** If these elements were present during the incident but were not the main offense committed during the incident, they should still be reported. For example, if the incident is battery and a knife was used during the incident, report the incident in the Incident, Type with a code of "Battery " and a "yes" code in the Incident, Weapons Related field and a "K" in the field for Weapon, Description.
- **Reporting An Incident with Several Offenses** If several actions occur in a single overall incident, always report the most serious of actions. For example, if an assault turns into battery, report the incident in the Battery category. A rank order list of incident types appears on page 13. In selecting which incident to report, refer to the ranking list as well as consider the amount of personal injury and monetary cost. The general rule is that the incident that caused either the most injury or the highest loss of property or monetary cost is to be reported.

Definitions for School Environmental Safety Incident Elements

District Number, Reporting District

If the reporting system is based upon district and school-based reporting, the appropriate coding for those units must be included.

School Number, Where Incident Occurred

BEST COPY AVAILABLE

This number is the state assigned number of the school where the incident occurred, whether on school grounds or at a school sponsored event off-campus. If the incident occurs during an activity or on transportation that is district or state sponsored and not attached to a particular school, use the code which is not assigned to a reporting unit. For example, if the state assigned school code is four digits, a possible use of "9999" is recommended.

Incident, Alcohol-Related

The incident is alcohol-related if those involved in the incident were caught drinking at the incident, or if there is evidence that they had been drinking, based on testing or investigation of a police officer at the scene, or if the incident is somehow related to possession, use or sale of alcohol. Only report "yes" to alcohol-related if alcohol was present or used during the incident but was not the main offense committed during the incident.

Incident, Context

This code identifies the time and sponsor of the activity during which the incident occurred. Codes below are recommended although any appropriate coding structure may be put into place.

Code	Name	Definition
1	During School Hours	Regularly scheduled hours of the school day, including bus transportation to and from school
2	Outside School Hours School Sponsored Activity	Any activity that is sponsored by the school whether it is on campus (before or after school programs) or off-campus (football games or conferences)
3	Outside School Hours - Non-School Sponsored Activity	This category includes those activities and hours on a school campus that are not sponsored/supervised by the school, such as before the school day begins, classes held at night or the community's use of the school's track.

Incident, Drug-Related

The incident is drug-related if there is evidence that those involved in the incident were under the influence of drugs at the time of the incident, based on testing or investigation done by police as a result of the incident, or drugs were in the possession of individuals involved in the incident, or if the incident is somehow related to possession, use or sale of drugs. Only report "yes" to drug-related if drugs were present or used during the incident but were not the main offense committed during the incident.

BEST COPY AVAILABLE

Incident, Gang-Related
The incident is gang-related if it is gang motivated, if gang membership caused the incident or was a contributing factor to actions that happened during the incident. For example, an incident of vandalism or robbery might be a part of an initiation into a gang or a fight might be caused by gang rivalry. Report an incident as gang-related only if you are sure that gang membership contributed to that incident. A gang is a somewhat organized group of some duration, sometimes characterized by turf concerns, symbols, special dress, and colors. The group is recognized as a gang by its members and others.

Incident, Hate Crime-Related
The incident is hate-crime related if it is motivated by hate due to some characteristics or perceived characteristics of the victim (see list below). Any act, or attempted act, to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility to the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability. These actions create an intimidating, hostile, or offensive educational environment.

Incident, Identifier
A unique identifier locally assigned within a district to identify a specific incident or occurrence. One identifier is used to report an incident even if it included multiple offenses and multiple offenders. This is one of the key fields that ties incident records to student records.

Incident, Involvement Type
An element that identifies the type of offender involved in the incident. While codes are provided, the state (district) prescribing the system definitions may add or change codes.

Code	Name	Definition
S	Student	An individual who is enrolled as a K-12 student in the school district reporting the incident at the time the incident occurred
N	Non Student	An individual who is not a student in the school or district reporting the incident, a student from another school district, school board personnel
B	Both	Both types are involved, as defined above
U	Unknown	The offender or offenders involved in the incident are not known

BEST COPY AVAILABLE

Incident, Location
An element indicating where the incident occurred.

Code	Name	Definition
1	School Grounds/On Campus	On the grounds of a PK-12 district-operated facility
2	School Sponsored Activity/Off Campus	Any type of school sponsored activity that is held away from the home school, such as a football game, field or class trip
3	School Sponsored Transportation	Any school sponsored transportation, including bus transportation to and from school and other transportation to and from school sponsored events; includes bus stops only when the bus is at the stop

Incident, Reported to Law Enforcement
The incident is reported to law enforcement if the School Resource Officer (SRO) or some other appropriate official takes some official action on the incident, such as filing a report, filing an affidavit or making an arrest or if local law enforcement is called in, whether an arrest is made or not.

Incident, Type
A code that identifies the type of incident. If several actions occur in a single incident, always report the most serious actions. Definitions for incident types are in the following section, "Definitions for Incident Type Codes." For rankings of codes, see the chart on page 14.

Incident, Weapon-Related
This includes incidents where any of those involved in the incident possessed or used a weapon during the incident or if the incident was somehow related to possession, use or sale of weapons. Please also code the type of weapon used under Weapon, Description (see below). Do NOT report in this category if the main offense during the incident is possession, use or sale of weapons. Only report "yes" to weapon-related if a weapon or weapons were present or used during the incident but were not the main offense committed during the incident.

Weapon, Description
Codes are used to identify the type of weapon used during an incident. If multiple weapons were used and one (or more) is a firearm of some kind, always code the weapon as "F" for the firearm. If a knife and other types of weapons (but no firearm) are used in an incident, use the code "K" for knife.

BEST COPY AVAILABLE

Weapon, Description (Continued)

Code	Name	Definition
F	Firearm	See definition in "Definitions for Incident Type Codes" section
K	Knife	Includes any type of knife that is used as a weapon to attack or threaten someone during an incident
O	Other Weapon	See definition in "Definitions for Incident Type Codes" section
U	Unknown Weapon	A weapon was used in the incident but the type is unknown
Z	Not Applicable	No weapon was used in the incident.

Incident, Reported By

A code to identify the individual who reported the incident. In most cases, the incident will be reported by school personnel. However, additional codes are provided for other types of people who may report an incident.

Code	Name	Definition
S	Student	The incident was reported by an individual who is enrolled as a PK-12 student in the school district reporting the incident at the time the incident occurred
T	Teacher	The incident was reported by a teacher at the school where the incident occurred
A	Administrator	The incident was reported by an administrator where the incident occurred
O	Other School Staff	The incident was reported buy other school staff such as school support personnel, maintenance personnel, and the like.
P	Police	The incident was reported by school-based law enforcement personnel such as School Resource Officers
N	Non-School Personnel	The incident was reported by an individual who was not associated with the school in any manner.
U	Unknown	The offender or offenders involved in the incident are not known

NOTE TO THE READER: The items below are potential "add-ons" to any system of this type. The codes and definitions should be customized to accommodate local/State (district) needs as may be defined by law, rule, or regulation.

BEST COPY AVAILABLE

Incident, Victim
A code to describe the victim of the incident being reported.

Code	Name	Definition
S	Student	The victim of the incident was an individual who is enrolled as a PK-12 student in the school district reporting the incident at the time the incident occurred
T	Teacher	The victim of the incident was a teacher at the school where the incident occurred
A	Administrator	The victim of the incident was an administrator where the incident occurred
O	Other School Staff	The victim of the incident was another school staff member such as school support personnel, maintenance personnel, and the like.
P	Police	The victim of the incident was a school-based law enforcement personnel such as a School Resource Officer
N	Non-School Personnel	The victim of the incident was an individual who was not associated with the school in any manner.
U	Unknown	The victim of the incident is not known

Incident, Vandalism Value
If the incident resulted in a quantifiable monetary loss for any entity involved, the value of that loss should be identified and reported. For example, if vandalism of a school facility results in having to have repairs made, the value of those repairs should be reported.

BEST COPY AVAILABLE

Definitions for Student Discipline/Referral Action Elements

All information included below is reported about the students involved in the incident being reported. As in the case of the items above, modifications should be made to accommodate state (district) defined needs. **Multiple records may be reported for a single incident.**

Disciplinary/Referral Action Code
A code to define the type of punishment given to the student involved in the incident. Detailed definitions for the codes are given in the appendix.

Code	Item	Code	Item
C	Corporal Punishment	I	Suspension, In-School
O	Suspension, Out Of School	J	Court Or Juvenile System Referral
A	Alternative Placement (Second Chance Schools, Etc.	M	Other State (District) Defined Measure
E	Expulsion (No Services Provided)	S	Expulsion (Services Provided)
Z	No disciplinary action taken		

District Number, Current Enrollment
This is the two digit number for the current school district in which the student is officially enrolled for graduation.

Incident, Identifier
A unique identifier locally assigned within a district to identify a specific incident or occurrence. This number will match the record for the incident the students were involved in and for which they received punishment. This is one of the key fields linking students to incidents and subsequent actions.

Duration, Suspension
The number of days assigned for a suspension, either in- or out-of-school.

School Number, Current Enrollment
This is the state assigned school number for the current school district in which the student is officially enrolled for graduation.

Student, Involved in Gang
A code indicating whether or not the student who was involved in the incident was involved in a gang. A gang is a somewhat organized group of some duration, sometimes characterized by turf concerns, symbols, special dress, and colors. The group is recognized as a gang by its members and others.

BEST COPY AVAILABLE

Student, Involved in Hate Crime
A code indicating whether or not the student in the incident was involved in hate crime. The student is involved in hate-crime if his/her action during the incident, or the incident itself, are motivated by hate due to some characteristics or perceived characteristics of the victim (see list below). Any act, or attempted act, by the student to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility to the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability. These actions create an intimidating, hostile, or offensive educational environment.

Examples: Spray painting anti-gay slogans on bathroom walls, sending racial slurs to someone in a note or through electronic mail, and using derogatory language involving someone's religious beliefs while in a fight with someone.

Student, Use of Alcohol
A student is involved in the use of alcohol if he or she were caught drinking at the incident, or if there is evidence that they had been drinking, based on testing or investigation of a police officer at the scene, or if the incident is the result of or occurred during the possession, use or sale of alcohol.

Student, Use of Drugs
A student is involved in the use of drugs if they were under the influence of drugs at the time of the incident, based on testing or investigation done by police as a result of the incident, or drugs were in the possession of the student during the incident, or if the incident is the result of or occurred during the possession, use or sale of drugs.

Student, Use of Weapon
A student is involved in the use of weapons if they possessed or used a weapon during the incident or if the incident is the result of or occurred during the possession, use or sale of weapons.

Student, Other Demographic Information
Other demographic information about individual students should be collected as appropriate. Where the reporting system is not part of an overall student information system, it is recommended that the additional items include gender, racial/ethnic group, date of birth, grade level, and similar other demographic items.

BEST COPY AVAILABLE

Definitions for Incident Type Codes

ALCOHOL (ALC) (Liquor Law violations; possession, use, sale)
The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school-sponsored events and on school-sponsored transportation or substances represented as alcohol. Use should be reported only if students are caught in the act of using, are tested and use found by an officer during/after arrest or are discovered in the course of investigating the incident to have used alcohol.

ARSON (ARS) (setting a fire on/in school property)
To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device.

Examples Include: Firecrackers, fireworks and trash can fires would be included in this category if they are contributing factors to a damaging fire. Without a fire, firecrackers and fireworks are included in the Weapons code. This category does not include a simple act of lighting a match.

BATTERY (BAT) (physical attack/harm)
An actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. When one individual physically attacks or "beats up on" another individual. Includes an attack with a weapon or one that causes serious bodily harm to the victim. Battery also includes the actual placement of a bomb or one sent through the mail, regardless of whether the bomb explodes. This category should be used only when the attack is very serious, serious enough to warrant calling the police or bringing in security, where the intent is to do bodily harm to someone. **Administrators need to consider age and developmentally appropriate behavior before using this category.**

Examples include: striking that causes bleeding, broken nose, kicking while a student is down.

BREAKING & ENTERING/BURGLARY (BRK) (school building)
The unlawful entry into a building or other structure with the intent to commit a crime. This applies to school buildings or activities related to a school function.

DISORDERLY CONDUCT (DOC) (serious class or campus disruption, etc.)
Any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others. If the action results in a more serious incident, report in the more serious incident category. Administrators

BEST COPY AVAILABLE

need to consider age and developmentally appropriate behavior before using this category.

Examples include: serious instances of classroom or campus disruption, such as pulling the fire alarm, defiance of authority, disobeying or showing disrespect to others, using obscene or inappropriate language or gestures, and disruptive demonstrations.

DRUGS - EXCLUDING ALCOHOL (DRG) (illegal drug possession, sale, use/under the influence)
The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance, or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school transportation or substances represented as drugs, at school-sponsored events or on school. Use should be reported only if students are caught in the act of using, are tested and use found by officer during/after arrest or are discovered to have used in the course of investigating the incident. Category includes over-the-counter medications if abused by the student. Category does not include tobacco.

FIGHTING (FIT) (mutual altercation)
Mutual participation in a fight involving physical violence, where there is no one main offender and no major injury. Does not include verbal confrontations, tussles or other minor confrontations. **Administrators need to consider age and developmentally appropriate behavior before using this category.**

HOMICIDE (HOM) (killed on campus)
Murder and non-negligent manslaughter, killing of one human being by another, killing a person through negligence.

KIDNAPPING (abduction) (KID)
The unlawful seizure, transportation and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian.

LARCENY/THEFT (STL) (personal or school property, or from vehicle on school property)
The unlawful taking, carrying, leading or riding away of property of another person without threat , violence or bodily harm. Included are pocket picking, purse or backpack snatching if left unattended or no force used to take it from owner, theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from a machine or device which is operated or activated by the use of a coin or token and all other types of larcenies. This category includes theft of such things as a car stereo, speakers or hub caps. The larceny/theft category should be used only when theft is serious enough to warrant calling the police or bringing in security. Administrators need to consider age and developmentally appropriate behavior before using this category. For example, students stealing pencils or paper

BEST COPY AVAILABLE

from each other in elementary grades is a form of malicious or harassing behavior and not larceny because it is not serious and does not warrant calling security in to deal with it.

MOTOR VEHICLE THEFT (MVT) (includes attempted)
Theft or attempted theft of a motor vehicle.

Examples include: Category includes theft of car, truck, motorcycle, dune buggy, RV or anything that is self-propelled.

ROBBERY (ROB) (using force)
The taking, or attempting to take, anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and larceny is that a threat or battery is involved in a robbery.

Examples include extortion of lunch money.

SEXUAL BATTERY (SXB) (includes attempted)
Oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object, or attempts forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of temporary or permanent mental incapacity. Includes rape, fondling which includes touching of private body parts of another person (either through human contact or using an object), indecent liberties, child molestation, sodomy. These incidents are severe enough to warrant calling in law enforcement. **Administrators need to consider age and developmentally appropriate behavior before using this category.**

SEXUAL HARASSMENT (SXH)
(1) To discriminate against a student in any course or program of study in any educational institution, in the evaluation of academic achievement or in providing benefits, privileges, and placement services on the basis of that student's submission to or rejection of sexual advances or requests for sexual favors by administrators, staff, teachers, students, or other school board employees;

(2) To create or allow to exist an atmosphere of sexual harassment, defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature, when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile or offensive learning environment.

Keys to Definition: Unwanted, repeated, verbal or physical sexual behavior which is offensive and objectionable to the recipient, causes discomfort or humiliation and

BEST COPY AVAILABLE

interferes with school performance. **Administrators need to consider age and developmentally appropriate behavior before using this category.**

Examples include: behaviors such as leering, pinching, grabbing, suggestive comments or jokes, pressure to engage in sexual activity and the following:

- Using the computer to leave sexual messages or playing sex computer games
- Rating an individual - for example, on a scale from 1 to 10
- "Wedgies" - pulling underwear up at the waist so it goes between the buttocks
- Making kissing sounds or smacking sounds; licking the lips suggestively
- "Spiking" - pulling down someone's pants
- Howling, catcalls, whistles
- Touching (breast, buttock, etc.)
- Verbal comments (about parts of the body, clothing, etc.)
- Spreading sexual rumors
- Sexual or dirty jokes
- Massaging the neck and shoulders
- Touching oneself sexually in front of others

SEX OFFENSES (SXO) (lewd behavior, indecent exposure)
This includes sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat of force and where the victim is capable of giving consent. Includes indecent exposure (exposure of private body parts to the sight of another person in a lewd or indecent manner in a public place); and obscenity (conduct which by community standards is deemed to corrupt public morals by its indecency and/or lewdness; such as phone calls or other communication, unlawful manufacture, publishing, selling, buying or possessing materials, such as literature or photographs). **Administrators need to consider age and developmentally appropriate behavior before using this category.**

Examples include: entering or downloading pornographic content (words or pictures) onto school computers. This category does not include mooning, kissing, swearing or profanity.

THREAT/INTIMIDATION (TRE) (physical or verbal threat or intimidation)
To unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. **Administrators need to consider age and developmentally appropriate behavior before using this category.**

BEST COPY AVAILABLE

Examples include: a bomb threat, threats made over the telephone or threats that someone else will beat them up.

TOBACCO (possession, use) (TBC) (where applicable)
Where applicable, the possession, use, distribution or sale of tobacco products on school grounds, school-sponsored events and on transportation to and from school or other school transportation.

TRESPASSING (TRS) (school property or school function)
To enter or remain on a public school campus or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator, or designee of the facility, campus or function.

VANDALISM (VAN) (destruction of school or personal property)
The willful and/or malicious destruction, damage or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This category includes graffiti.

Examples include: incidents such as destroying school computer records, carving initials or words in desk top or spray painting on walls.

WEAPONS POSSESSION (WPO) (includes firearms and other weapons)

- *FIREARMS:* A firearm "is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun." A destructive device is any bomb, grenade, mine, rocket, missile, pipebomb, or similar device continuing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage. Includes firearms of any kind (operable or inoperable, loaded or unloaded): including but not limited to hand, zip, pistol, rifle, shot gun, starter gun, flare gun.

- *OTHER WEAPONS:* Possession, use or intention of use of any instrument or object to inflict harm on another person, or to intimidate any person. Included in this category are all types of knives, chains (any not being used for the purpose for which it was normally intended and capable of harming an individual), pipe (any length or metal not being used for the purpose it was normally intended), razor blades or similar instruments with sharp cutting edges, ice picks, dirks, other pointed instruments (including pencils, pens), nunchakus, brass knuckles, Chinese stars, billy clubs, tear gas gun, electrical weapons or device (stun gun), BB or pellet gun, explosives or propellants. Possession of any type of knife (including a pocket or pen knife) is included here

BEST COPY AVAILABLE

Examples include: any type of firearm, might include toy guns if they are authentic replicas or are used in a threatening manner, firecrackers, fireworks, M80's and mace and pepper gas.

OTHER MAJOR OFFENSES/UNCLASSIFIED (OMC) (such as forgery, extortion, possibly including possession of an electronic beeper)
Any major incident resulting in disciplinary action not classified previously, including but not limited to bribery, fraud, embezzlement, forgery, gambling, extortion/ blackmail, stolen property, driving under the influence, possession of beepers (where outlawed) or other action not included in any other major incident category. Also includes possession of school defined contraband, including possession of beepers and/or phones where not allowed.

Other State (District) Defined Offense
Any other district defined offense not covered by any of the Incident Types identified in the previous other Incident Types

BEST COPY AVAILABLE

Rank Ordering of Incident Types for Reporting
Most Serious to Least Serious
INCIDENT TYPE
PART I INCIDENTS
Homicide
Sexual Battery
Robbery
Battery
Breaking & Entering
Larceny/Theft
Motor Vehicle Theft
PART II INCIDENTS
Kidnapping
Arson
Threat/Intimidation
Drugs
Sexual Harassment
Sex Offenses (Non-forcible) Vandalism
Weapon Possession Unclassified Offenses
Alcohol (liquor law violations) Tobacco
OTHER INCIDENTS
Trespassing
Fighting
Disorderly Conduct

General Rule: If a decision must be made, the incident that caused the most injury or the highest loss of property or monetary cost should be reported.

BEST COPY AVAILABLE